

Rainbow Pre-school (Stansted)

Inspection report for early years provision

Unique reference number EY427469
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Inspector Lynn Clements

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Rainbow Pre-school was established in 1972 and re-registered to their new premises in 2011. The pre-school is located adjacent to the local primary school in a residential area of Stansted, Essex. The pre-school opens each weekday from 9am until 12pm and 1pm until 4pm, during term time.

They are registered to care for a maximum of 26 children in the early years age group. Currently they have 48 children on roll of which, 35 are in receipt of early education funding. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register.

Five members of staff work with the children. Four members of staff hold appropriate early years qualifications. The pre-school staff work closely with the local authority and the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff have an exceptionally good understanding of the individual needs of the children in their care which helps them to promote their learning and development extremely well. Children play and learn about the wider world around them within this high quality, safe and secure environment. Partnerships with parents, the local school and other professionals are excellent and very important in making sure that the needs of all children are met, along with any additional support needs. This means that children progress exceptionally well, given their age, ability and starting points. Regular and thorough self-evaluation by the manager, staff and committee makes sure that priorities for growth and development are clearly identified and acted on, resulting in a provision that responds exceedingly well to all users needs and makes continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to make effective use of the local neighbourhood to further enhance opportunities for children to work alongside artists and other creative adults to advance and extend their experiences of the world.

The effectiveness of leadership and management of the early years provision

Clear and robust procedures are in place with regard to staff recruitment and on-going checks are made of staff to make sure that they continue to remain suitable to work with the children. Risk assessments are thorough and the staff team

clearly talk through potential hazards inside and out and take immediate steps to limit these. All records required by legislation are in place and maintained extremely well. Clear policies and procedures which have been personalised to the setting are effectively shared with parents and carers. They are implemented in practice to facilitate the exceptionally good day to day running of the pre-school and provide exceedingly good outcomes for the children. All members of staff take their continuing professional development seriously and the impact of this on the children is exemplary.

The deployment of resources and use of space is exceptional. Children have daily access to an excellent range of resources, equipment and a stimulating environment which fully encourages their inquisitive learning and development extremely well. Children's progress is clearly linked to the excellent environment and dedicated teaching staff. Staff take the time to find out about each child before they attend and additional support and one to one care is accessed as required. Children play and learn in harmony together and those from different cultural backgrounds or with special educational needs and/or disabilities, are fully integrated into this inclusive pre-school.

Partnerships with parents and carers are excellent and significant in contributing to the children's progress during their formative years. Parents and carers report that they have every confidence in the pre-school staff and would highly recommend the setting to other families. They feel very secure when leaving their children and enjoy being fully involved with their child's learning and development. They appreciate the wide and broad range of activities and learning opportunities their children have access to and find the setting and its resources to be of exceptionally high standard. They fully appreciate the caring and enthusiastic staff that support their child and family very well. Excellent partnership working takes place to ensure every child receives high levels of support at an early stage. Children make smooth transitions into main stream school because staff take the time to develop effective working relationships with staff at the feeder primary school. There is a cohesive approach to working and being part of their local community and this has been identified by the management team and staff as an area for continuous development.

Self-evaluation and reflective practice is rigorous and analysis on what the setting does well and what it needs to improve, is clearly identified. As a result, actions taken are well targeted and have an effective impact in bringing about sustained improvements which meets user needs.

The quality and standards of the early years provision and outcomes for children

All members of staff have a clear understanding and fully embrace the Early Years Foundation Stage. There is an extremely effective key person system which fully supports each child and their family. A significant strength is the sensitive observational assessment which is undertaken by staff and used to inform future planning. This process makes sure that each child is properly monitored and supported exceedingly well to make extremely good progress towards the early

learning goals. There is an excellent balance of child-initiated and adult-led learning opportunities which build on the children's imagination and participation. Staff are clearly committed to the development of sustained, shared thinking by offering encouragement, clarifying ideas and asking open questions, to support and extend children's thinking and help them to make connections in their learning. Children are eager to attend and clearly demonstrate, that they are successfully developing the skills that will help them in the future. They play a dynamic role in their learning, offering their ideas and responding to challenges with great enthusiasm.

Children show high levels of independence, curiosity, imagination and concentration. This is fully enabled by staff who provide high quality, child-height storage, both inside and out, which encourages the children to investigate freely. For example, they enjoy using wooden blocks outside to build a train. They use their imagination to take trips and show care and consideration as they ask others to join them in their games. Children enjoy painting and noticing colours. They listen to environmental sounds around them, such as, a siren and between them they talk about what it might be, such as, an ambulance or fire engine. Children take appropriate and calculated risks for example, as they use a raised play area they demonstrate how to climb steps safely both up and then down again. They enjoy singing simple songs from memory, such as, Twinkle, twinkle little star and as they do this they select musical instruments and make loud and soft music to accompany their singing. Children explore mathematical concepts, such as, measuring and they problem solve as they work out together how to measure out sugar paper to make crowns. They begin by folding the paper into a long strip then discuss their ideas about the best way to check if it fits deciding on wrapping it around their heads and sticking tape where it meets. Children self-register on arrival, finding their name card and placing it on the board. They sound out letters in their names using simple phonics and establishing further key skills for later learning. Children have their own child-height pegs and space to place their belongings, giving them a sense of place within their pre-school.

Children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. They safely use a range of tools and equipment within the setting and know how to handle these in order to keep safe. For example, as they help to prepare fruit for a snack, such as, cutting up oranges. Children show an excellent understanding of healthy eating and make healthy choices at snack times. They learn about the different muscles in their bodies and how these work in order for them to move, dance, create and sing. Their behaviour is very good and they are fully encouraged to use sand timers, helping them to regulate turn taking for themselves. Children show an exceptional understanding of the importance of following good hygiene routines, washing their hands at pertinent times and clearly understand why they need to do this. They are evidently independent in seeing to their personal needs, such as, going to the toilet, having a drink when thirsty or putting on their own coats before going outside.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met